**Pedagogy-Based Performance Assessment Plan**

**Teacher Candidate** Mr. Ryan Lavine

**Cooperating Teacher** Mr. James Cattin

**School District** Medical Lake School District

**School** Medical Lake Middle School

**Grade** Seven (7)

**University Supervisor**

**Unit/Subject** Reading

**Date** 14 October 2008

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| **Lesson Title/Focus** | **“RIKKI-TIKKI-TAVI”**  The focus is to use the story ‘Rikki-tikki-tavi’ on pages 121-134 in the Language of Literature book to help students meet the learning objectives stated in this lesson plan. |
| **Prerequisites** | * Students have the ability to comprehend basic English. * Students have the ability to read and comprehend basic text. * Student have the ability to write basic English * Students have been assessed and are sitting where necessary to see/hear all instruction/discussion in class * Students will have read the story in its entirety. |
| **Learning Targets/**  **Objectives** | By the end of this lesson, the students will be able to identify the following:   1. The students will understand and identify the concept of **personification** 2. Recognize and identify **third person omniscient** **point of view**   With 100% accuracy. |
| **EALRs & GLEs** | **EALR: 1**. The student understands and uses different skills and strategies to read.  **Component: 1.1.** Use word recognition skills and strategies to read and comprehend text.  **EALR:** 2. The student understands the meaning of what is read.  **Component:** 2.1. Demonstrate evidence of reading comprehension. |
| **Assessment Strategies** | Student will be assessed on their completion of the following assignment:  Answer the following questions:  1. Personification is: \_\_\_\_  2. Third person omniscient point of view is: \_\_\_  PAGE 135: Connect to the Literature #1  PAGE 135: Think Critically #2-4  PAGE 136: Vocabulary #1-5  There are 9 questions/definitions on the assignment. The assignment will be corrected with a point value of 1 point per question.  Students will be observed by the teacher throughout the process earning participation points for 2 categories: large group (class) participation and paired group participation.  9 Points for question/answer  .5 Point for full heading  .5 Points for participation  10 Points Total  *Additional assessments:*  After introducing the story and related objectives/assignment, the teacher will hold a question/answer session to be sure students understand the task assigned.  *Assessment during: Large Group Participation*  The teacher will then allow the students to begin reading to the end of class. If the students have any questions they may ask the teacher. The students will then be responsible for completing the assigned questions.  *Assessment during: Individual seatwork, Question/Answer page*  On the following day, the students will reconvene as a class and the teacher will guide the class in discussion covering the topics that were discussed the previous day and answered in the text or by the students’ thoughts.  *Assessment during: Large Group Participation* |
| **Grouping of Student for Instruction** | During the introduction and question/answer period, the students will be sitting individually at their assigned desks. The teacher will present the reading and the assignment via PowerPoint. After which, The students, working individually, may then choose to sit in any location that has been predetermined by the teacher and made known to the student (i.e. classroom, hallway, outside). |
| **Learning Experiences** | **Introduction**  At the beginning of the reading class, the teacher will begin the lesson presentation. By using a PowerPoint presentation, The teacher will state the objectives of the lesson (learning personification and third person omniscient point of view) and guide the students as to how they may meet the objectives given the story assigned.  **Learning Activities**  The teacher will then advance to a slide with the written definitions for the student to copy down on their notebook paper for future use (and current use for those kinesthetic learners).  Students will then be instructed to read through the story and then answer the related questions assigned.  **Closure**  On the following day, the students will reconvene as a class and the teacher will guide the class in discussion. First, the students will turn in their papers and then the class will discuss each question.  **Independent Practice**  The student most likely will not have sufficient time in class to complete the reading and the assignment, so they may need to take the material home and complete the assignment there. The assignment is designed for the student to complete individually. |
| **Instructional Materials** | * Computer * Projector * Whiteboard / screen * Whiteboard markers * Textbooks |
| **Procedure** | **Before the Lesson**   * Have presentation ready * Have answer key ready (complete in teacher’s guide)   **Beginning**   * Introduce the lesson * Class discussion on lesson * Students begin reading   **During**   * Students read/work individually * Teacher will make themselves available to answer student questions throughout this time.   **After**   * Class discussion on what was learned, opinions of the material |
| **Differentiated Instruction** | In the event that some students should finish their assignment before the class is reconvened as a whole, they may sit and read quietly. |

THE END

RATIONALE TO FOLLOW

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**RATIONALE**

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|  | **LEARNING TARGETS** |
| How do the learning targets relate to the EALRs, state learning goals, district goals, school goals and/or classroom goals? | The students will use the reading material to practice their general comprehension skills as well as improve on the informational reading skills.  The learning targets (objectives) are directly related to the EALRS. The lesson is designed for students to continue to develop comprehension of text through discussions and independent writing activities. |
| How do the learning targets relate the previous and future lessons (explain or provide a unit plan)? | These targets build on previous knowledge of the thinking strategies of predicting, questioning, and inferring used before, during and after reading. These targets are essential for students to build comprehension skills in reading. |
| How do the learning targets incorporate a multicultural perspective? | The targets incorporate a multicultural perspective by working cooperatively together in pairs, small groups and whole class discussions about different cultural perspectives. |
| Why are the learning targets appropriate for all the students in the class (highlight any modifications for individual students)? | The learning targets are appropriate for all the students in the class. Every student is capable of respect and participating physically in all the activities. Modifications have been made on the activity sheet for those students that have trouble with their small motor skills for writing and/or are ELL students. |
|  | **ASSESSMENT STRATEGIES** |
| How does the strategy accommodate students at different developmental or achievement levels? | This strategy of teaching will accommodate students at different developmental levels by giving them opportunities to work in heterogeneous groups. The students will be assessed in a variety of ways such as individually, within pairs, and as a whole class. This gives each individual many opportunities to express what they have learned throughout the lesson. |
| How does the strategy respond to differences in students' cultural and linguistic backgrounds? | This strategy will accommodate different linguistic and cultural backgrounds by using a mentor text that will provoke discussion about students' different perspectives. They will be using a variety of strategies to express their perspective, such as oral and written. |
|  | **LEARNING EXPERIENCES** |
| How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender? | Culture will be celebrated and respected during discussion times and share time within the classroom. All ideas will be equally acknowledged and will add to how each student is able to connect to and make meaning of the mentor text. |
| How do the experiences accommodate the learning needs of students with disabilities or 504 students? | Students with special needs will be accommodated as needed with appropriate individual consideration. |
| How do the experiences incorporate multicultural perspectives? | Multicultural perspectives will be integrated in the whole group discussions as students share their ideas with the whole class, as well as in their small discussion groups. |
| How do the experiences stimulate student problem solving and critical thinking? | The lesson requires the students to work cooperatively in pairs or groups to talk about the lesson and make meaningful connections to it. It will require respectful student participation, listening skills, and the use of the thinking strategies to interpret the text. |
| How do the experiences create an inclusive and supportive learning community? | Working together during discussions in whole class and small groups, and sharing ideas during help students to learn within a supportive and inclusive learning environment. |
| Describe the research base or principles of effective practice that form the basis of the learning experiences. | This lesson is designed for students to continue to use previous knowledge of reading strategies (questioning, inferring, predicting) to make meaningful connections to the lesson. |
|  | **FAMILY INTERACTIONS** |
| Describe your plan for collaboration with families to support student learning. | In the bi-weekly newsletter sent home to parents, the teacher will include a list of lessons we plan on using in discussions and as part of this unit. The teacher will also explain the purpose of the texts and how the material will provide topics for discussion. Students and families will be invited to bring ideas relating to the lesson material from home for students to share with the class that relate to their and encouraged to talk about the topic at home. |